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ABSTRACT

This extensive bibliography was developed by staff members of Project Simu School during their research into techniques for providing information to educational decisionmakers. For the most part, only currently available publications are included; out-of-print works are included only when they are a valuable source of information and are available on interagency loan. Because this approach excludes most pamphlets and periodical articles, Appendixes A and B provide the names of periodicals, indexes, and organizations that will aid in obtaining those items. Appendix C suggests criteria to consider when selecting publications for a reference library. The body of the bibliography is organized by broad subject areas. Separate author/institution and title indexes are included. (Author/JG)

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SELECTED REFERENCES IN EDUCATIONAL PLANNING

Bibliography and Selection Criteria

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PROJECT SIMU-SCHOOL

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SELECTED REFERENCES IN EDUCATIONAL PLANNING

Bibliography and Selection Criteria

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FOREWORD

Educational planning has been defined in its broadest terms by Project Simu School: Santa Clara County Component during its pursuit of techniques for providing information to decision makers in educational systems. Emphasis on community analysis and on understanding the client has led the Simu School staff to consult diverse references on societal and educational change.

Some references desired by the staff have been difficult to secure, hence the decision to develop a reference library for use by planners and other interested personnel. This effort generated an extensive list of books and other materials of interest which were assigned priorities for inclusion in the professional library of the Office of the County Superintendent of Schools of Santa Clara County. The lists of desired materials have been assembled into a bibliography on educational planning presented herein as suggested references for use in broadening one's understanding of the educational process.

Special recognition is given to Mrs. Susan Choi of the Library Information Service of the Office of the County Superintendent of Schools for her dedicated work in assembling these materials and preparing the criteria for selection of references. Richard Cornish, editor, and other staff of the Center for Educational Planning are recognized for their contributions of titles and for their consideration and review of the resulting lists.

We hope this reference work will be of value to all who use it in their search for information necessary for good educational planning.

Lester W. Hunt, Director
Project Simu School: Santa Clara County Component

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INTRODUCTION

This selected bibliography contains citations for books to be included in a library for educational planning. An attempt has been made to include only those items which are currently available for acquisition. Out-of-print items have only been included when they were deemed a valuable source of information and were obtainable on interagency loan. Because this approach has meant the exclusion of pamphlet-type materials and periodical articles, Appendices A and B have been included to provide the names of periodicals, indexes and organizations in the field that will aid in obtaining these items.

The citations in this bibliography were obtained by reviewing other bibliographies, the collections of other libraries and citations in appropriate books and periodicals. Suggestions were also solicited from persons in the field of educational planning. Whenever possible, the actual work was examined, but in many cases works were chosen on the basis of reviews and annotations.

This bibliography is arranged by broad subject areas and is followed by an author/institution and title index. Citations are numbered consecutively throughout the bibliography.

In addition to the appendices described above, a third appendix is offered as a general guide for selecting works for a reference library. Appendix C outlines some "common sense" criteria that should be considered before purchasing a new work.

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APPENDIX A - RELATED PERIODICALS

Periodical articles are often the most up-to-date sources for research and statistics and should not be overlooked in any reference collection. Periodical articles have not been included in this bibliography because of their vast numbers. Instead, a list of periodicals is appended here. These periodicals regularly carry articles in the fields of educational and community planning. The name of the periodical is given; addresses, prices and subscription information can be obtained from the following sources:

Ulrich's International Periodicals Directory
15th edition. New York: Bowker, 1973.

Current Index to Journals in Education, annual index
New York: Macmillan Information.

Periodicals not listed in the above works have their addresses given below.

Following the list of periodicals is a list of indexes appropriate to the field of educational planning. These indexes cite articles in periodicals in the fields indicated by their titles.

Periodicals

American City Magazine

American County Government
Formerly County Officer

American Institute of Architects
Journal

American Institute of Planners
Journal

American Institute of Planners
Newsletter

American School and University

American Society of Consulting
Planners Newsletter

American Society of Planning
Officials - Planning Advisory
Service

Architectural Forum

Architectural Record

Association of American Geographers
Annals

Association of Collegiate Schools
of Planning Bulletin

Building Design

Building Design and Construction

Change Magazine, formerly Change
In Higher Education

Changing Education

Community Development

Community Development Society
Journal

Community Planning Review/Revue
Canadienne D'Urbanisme

Council of Educational Facilities
Planners Journal

Daedalus

Design and Environment

Development Digest

Economic Geography

Education Tomorrow

Ekistics

Environment

Environment and Behavior

Footnotes to the Future
Futuremics, Inc.
2850 Connecticut Ave., N.W.
Washington, D.C. 20008

Forum for the Discussion of New Trends in Education

Futures

Futures Conditional

The Futurist

Housing and Planning References

HUD Challenge

HUD Trends

Human Settlements

Interchange

Journal of Housing

Journal of Leisure Research

Journal of Regional Science

Journal of Urban Law

Land Economics

Landscape

Landscape Architecture

Land-Use Controls Publication Service: Zoning Digest

Land Use Digest

Long-Range Planning

Nation's Cities

Nation's Schools

Notes on the Future of Education

On Site
60 Greene Street
New York, New York 10012

Planners Notebook

Planning, formerly ASPO Newsletter

Planning and Changing

Planning for Higher Education

Progressive Architecture

Public Management

Public Works

Research in Education

Resources

School and Community

School Management

Search

Social Change

Town and Country Planning

Town Planning Institute Journal

Town Planning Review

Urban Affairs Quarterly

Urban Date Service Report

Urban Education

Urban Land

Urban Review

Periodical Indexes

Applied Science and Technology Index

Art Index

Current Index to Journals in Education

Education Index

Engineering Index

International Index

New York Times Index

Population Index

PAIS (Public Affairs Information Service)

APPENDIX B - RELATED ORGANIZATIONS

Many publications are issued each year which do not appear in the commercial publishing trade. Often these publications are of an ephemeral nature, quickly going out of print and becoming unavailable for acquisition. Many of these works are published by professional associations and other organizations in limited quantities. Publications such as these have not been included in this bibliography because of their temporary nature. For this reason, the following list of organizations is provided as an aid in locating these fugitive publications.

One excellent source for this fugitive information is ERIC, the Educational Resources Information Center. ERIC is a nationwide system of 16 clearinghouses which collects educational information and then disseminates it throughout the United States. The documents collected by the clearinghouses are published in microfiche form by a central ERIC Clearinghouse in Washington, D.C. and listed in a monthly catalog, Research in Education. Many county and state departments of education as well as colleges and universities have ERIC collections and catalogs.

Local organizations such as city, county and state planning departments are good sources of information on a specific locality. State and county departments of education often have planning divisions which may publish documents in educational planning. Other sources to consider are university and college urban planning departments, regional education laboratories, and governmental agencies.

Many organizations publish journals, newsletters and bibliographies in addition to their monographs. The directories that follow may be of use in learning more about the organizations listed below:

Gale Research Company, Encyclopedia of Associations, 8th edition, 3 vols. Detroit, Michigan, 1973.

U.S. Office of Education, Education Directory, 1973: Education Associations. Washington, D.C., 1973.

World Index of Social Science Institutions. Paris, UNESCO, 1970.

By writing directly to the organization and requesting information and a publications list, it is possible to obtain the latest and most accurate information concerning the organization.

ADVISORY COMMISSION ON INTERGOVERNMENTAL RELATIONS
726 Jackson Place
Washington, D.C. 20575

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 North Moore Street
Arlington, Virginia 22209

AMERICAN INSTITUTE OF ARCHITECTS
1735 New York Avenue, N.W.
Washington, D.C. 20006

AMERICAN INSTITUTE OF PLANNERS
917 15th Street, N.W.
Washington, D.C. 20006

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AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

AMERICAN SOCIETY OF CONSULTING PLANNERS
1750 Old Meadow Road
McLean, Virginia 22101

AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS
1750 Old Meadow Road
McLean, Virginia 22101

AMERICAN SOCIETY OF MECHANICAL ENGINEERS
345 East 47th Street
New York, New York 10017

AMERICAN SOCIETY OF PLANNING OFFICIALS
1313 East 60th Street
Chicago, Illinois 60637

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
Ohio State University
29 West Woodruff Avenue
Columbus, Ohio 43210

ASSOCIATION OF AMERICAN GEOGRAPHERS
1710 16th Street, N.W.
Washington, D.C. 20009

ASSOCIATION OF COLLEGIATE SCHOOLS OF ARCHITECTURE
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

ASSOCIATION OF COLLEGIATE SCHOOLS OF PLANNING
237 Arden Road
Pittsburgh, Pennsylvania 15216

ASSOCIATION OF UNIVERSITY ARCHITECTS
Eastern Michigan University
Ypsilanti, Michigan 48197

BUILDING SYSTEMS INFORMATION CLEARINGHOUSE/EDUCATIONAL FACILITIES LABORATORIES (BSIC/EFL)
3000 Sand Hill Road
Menlo Park, California 94025

CENTER FOR URBAN EDUCATION
105 Madison Avenue
New York, New York 10016

COUNCIL OF EDUCATIONAL FACILITY PLANNERS
29 West Woodruff Avenue
Columbus, Ohio 43210

COUNCIL OF PLANNING LIBRARIANS
P.O. Box 229
Monticello, Illinois 61856

COUNCIL OF THE GREAT CITY SCHOOLS
1819 H Street, N.W., Suite 850
Washington, D.C. 20006

DESIGNING EDUCATION FOR THE FUTURE
1362 Lincoln Street
Denver, Colorado 80203

EDUCATIONAL FACILITIES LABORATORIES
850 Third Avenue
New York, New York 10022

ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT
University of Oregon
Eugene, Oregon 97403

FUTURE INFORMATION NETWORK
c/o Michael Marien
World Institute
777 United Nations Plaza
New York, New York 10017

INSTITUTE FOR THE FUTURE
2725 Sand Hill Road
Menlo Park, California 94025

INSTITUTE OF PUBLIC ADMINISTRATION
55 West 44th Street
New York, New York 10021

INTERNATIONAL CITY MANAGEMENT ASSOCIATION
1140 Connecticut Avenue, N.W.
Washington, D.C. 20036

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
UNESCO
7 rue Eugene-Delacroix
75 Paris, France

INTERNATIONAL SOCIETY OF EDUCATIONAL PLANNERS
Mankato State College
Mankato, Minnesota 56001

METROPOLITAN TORONTO SCHOOL BOARD STUDY OF EDUCATIONAL FACILITIES
155 College Street
Toronto 2B, Canada

NATIONAL ASSOCIATION FOR COMMUNITY DEVELOPMENT
1424 16th Street, N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION OF COUNTIES
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION OF COUNTY PLANNING DIRECTORS
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION OF HOME BUILDERS
1625 L Street,N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION OF HOUSING AND REDEVELOPMENT OFFICIALS (NAHRO)
2600 Virginia Avenue, N.W.
Washington, D.C. 20037

NATIONAL ASSOCIATION OF HOUSING COOPERATIVES
1828 L Street, N.W., Suite 1100
Washington, D.C. 20036

NATIONAL ASSOCIATION OF REALTORS
155 East Superior
Chicago, Illinois 60611

NATIONAL ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS
1904 Association Drive
Reston, Virginia 22091

NATIONAL CENTER FOR EDUCATIONAL STATISTICS
Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING
1425 H Street, N.W.
Washington, D.C. 20005

NATIONAL EDUCATION ASSOCIATION
1201 16th Street, N.W.
Washington, D.C. 20036

NATIONAL HOUSING CONFERENCE
1250 Connecticut Avenue, N.W.
Washington, D.C. 20036

NATIONAL LEAGUE OF CITIES
1612 K Street, N.W.
Washington, D.C. 20006

NATIONAL MUNICIPAL LEAGUE
47 East 68th Street
New York, New York 10021

NATIONAL PLANNING ASSOCIATION
1606 New Hampshire Avenue, N.W.
Washington, D.C. 20009

NATIONAL SCHOOL SUPPLY AND EQUIPMENT ASSOCIATION
1500 Wilson Blvd., Suite 609
Arlington, Virginia 22209

NATIONAL SOCIETY FOR PROFESSIONAL ENGINEERS
2029 K Street, N.W.
Washington, D.C. 20006

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION
5835 Kimbark Avenue
Chicago, Illinois 60637

NATIONAL URBAN COALITION
Formerly URBAN AMERICA, INC.
AND URBAN COALITION
2100 M Street, N.W.
Washington, D.C. 20037

ONTARIO INSTITUTE FOR STUDIES
IN EDUCATION
252 Bloor Street West
Toronto, Ontario, Canada

PLANNERS FOR EQUAL OPPORTUNITY
17 Murray Street
New York, New York 10007

REGIONAL PLAN ASSOCIATION
235 East 45th Street
New York, New York 10017

RESOURCES FOR THE FUTURE, INC.
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

SOCIETY FOR COLLEGE AND
UNIVERSITY PLANNING
c/o Columbia University
616 West 114th Street
New York, New York 10025

SPECIAL LIBRARIES ASSOCIATION
Planning, Building and Housing
Section of Social Science Division
235 Park Avenue, S.
New York, New York 10003

TOWN PLANNING INSTITUTE
26 Portland Place
London, W. 1, England

U.S. CONFERENCE OF MAYORS
1612 K Street, N.W.
Washington, D.C. 20006

URBAN INSTITUTE
2100 M Street, N.W.
Washington, D.C. 20036

URBAN LAND INSTITUTE
1200 18th Street, N.W.
Washington, D.C. 20036

WESTERN INTERSTATE COMMISSION
FOR HIGHER EDUCATION
P.O. Drawer P
Boulder, Colorado 80302

WORLD FUTURE SOCIETY
P.O. Box 30369
Bethesda Branch
Washington, D.C. 20036

APPENDIX C - REFERENCE LIBRARY SELECTION CRITERIA

Introduction

When selecting a book for inclusion in a library, many aspects of the work must be considered. This paper offers some basic criteria for use in the selection of materials to be included in a reference library for educational planning. Obviously, all of the criteria listed cannot be applied to each work considered. Rather, the list is meant to be the ideal and should serve to remind the evaluator of the variety of items to be remembered when examining a work.

1.0 Description

1.1 Title

First, the evaluator must determine the identity of the work. Is the title clearly stated and do the titles, as given on the cover, title page and spine, agree with one another?

1.2 Author

The author must be identified. Is the author's full name given? Is there a co-author? Are contributors listed? Is it a corporate author, society, agency or company?

1.3 Publisher

The publisher should be given on the title page along with the place of publication.

1.4 Date

The date of printing and/or copyright date should be given on the title page or its verso (back).

2.0 Purpose

The purpose of the work should be determined to see if it will fit into the library's collection. It should be mentioned that every library should have clearly stated and well thought out goals and objectives. It is then a simple matter to decide if a particular book is appropriate for its collection.

2.1 Title

The purpose can often be learned from the title. The title can, however, be misleading and ambiguous.

2.2 Introduction

It is, therefore, better to read the introduction to the work since here the author usually states exactly what he wished to accomplish and how he intends to go about it.

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2.3 Table of Contents

The table of contents is the best indication of what is in the work. Once the contents of the book are known, it is possible to ascertain the purpose for creating the work.

3.0 Authority

3.1 Author's Reputation

When checking the authority of a work, one of the basic considerations is given to the author and his reputation. If the author is well known in the field and has a good reputation, it can often be assumed that the work is well done. Many works, however, are by authors whose names are not familiar to the librarian and qualifications must, therefore, be checked. Other works, degrees received, membership in organizations, experience in the field and positions held--all can lead to a preliminary evaluation of the author's competence. Twentieth Century Authors or periodical indexes provide an excellent means of becoming familiar with an author and his background and works.

3.2 Publisher's Reputation

Another indication of the quality of a work is the reputation of the publisher. Many publishers are well known for the quality and accuracy of their works. It should be noted, however, the publishing companies are in business to make money and may sometimes issue a substandard work based solely on the profit motive. Moreover, the management of a firm may change and with it, its policy and quality.

3.3 Librarian's Knowledge

Often the evaluator must rely on his or her own knowledge of the field in order to judge the authority behind the work.

3.4 Reviews

When the author, publisher or subject field is unfamiliar to the evaluator, he or she must rely on the evaluation of others. Reviews and evaluations which include a description of the tests applied to the work and the result of these tests are helpful in determining the usefulness of the work. When using another's evaluation, however, that person's position must be taken into account. Is the evaluating agency well known? Is the evaluator independent or does he or she receive a salary from a publisher?

3.5 Publisher's Ads

Blurbs about the book or author written in advertising and on the book jacket may provide a general overview of the book and its purpose, but they are by no means an accurate way of evaluating the work. These blurbs are written to help sell the work and should be viewed as biased.

3.6 Sources Used

A check of references, footnotes and bibliographies will reveal the sources used in writing the book as well as whether the author relied on secondary or primary source material. If the work is a collective endeavor, the separate articles should be signed by their authors.

4.0 Scope

Identifying the scope of the work enables the evaluator to determine its potential uses and to decide whether it will be an addition to, or an unnecessary duplication of, the library's existing sources.

4.1 Overview of Scope

To determine the scope of the work, the evaluator should check such items as the title, table of contents and introduction. If the preceding do not offer an adequate idea of what is contained within the work, its indexes should be checked for the subjects cited, the amount of citations and the types of citations.

4.2 How Material is Gathered

Normally, the introduction explains how the information was gathered. Is the work based on personal experiences or opinion or is it based on research? If the contents were solicited, who was asked to reply? How were contributors chosen? On what basis did the author include items? What tests or checks were made on the contents? Were facts verified and how was this accomplished?

4.3 Limitations

While claiming to be comprehensive, a work may be limited in a number of ways, many of them not explicitly stated.

4.3.1 Geographic

Geographic limitations are common. Many works which claim to be international are in reality directed exclusively to the western hemisphere. This egocentrism is also evidenced by language limitations.

4.3.2 Chronologic

In many instances, chronologic limitations are stated in the title and are obvious from the start. Occasionally, however, the true limitations of a work are obfuscated.

4.3.3 Subject

Some subjects may receive an undue amount of consideration while others, of equal importance, are neglected. Too often works will claim to be comprehensive, but upon close examination will be found to be deficient.

4.3.4 Format

Many bibliographies on a certain subject contain only printed materials or only books themselves. Are any audio-visual or other nonprint format materials included?

4.4 Adequate Coverage

Does the work occupy a unique place in its field? Does it have more or less material than others in this subject area? Is it better arranged than others? Are its limitations excessive or does it include too much information?

4.5 Independent or Supplemental

Can the work be used alone? Is it a complete unit or does it need supplemental material to be adequately used? Works that cannot stand by themselves should be examined along with their supplemental parts.

4.6 Uniqueness

Is the work unique to the library's collection? Does it duplicate existing materials in the collection or does it contain fresh, new information?

4.7 Edition

Is the work a recent edition or revision of an earlier work? If the title page states it was printed in 1974 and the copyright is 1968, it is most likely a reprinting and nothing has been changed. If the text has been revised or updated, it should have a new copyright date. Some publishers reprint outdated texts and government documents with new covers and a new printing date, but with the contents either useless or available from another source at a far less expensive price.

If the work is a new edition or revision, it should be compared to the older editions to evaluate the extent of the revisions. The references and bibliographies should be examined to see if new materials have been included.

4.8 Timeliness

Timeliness is of great importance in many reference works. There is normally a six-month to two-year delay from the time a manuscript is written until the book is actually printed. Rather than relying on a copyright date, the evaluator should check references and bibliographies in the work for publication dates in citations. If a work is copyrighted in 1973, but includes references that are dated to 1969, one can infer that the work was actually completed in 1970 or 1969.

4.9 Publication Pattern

A regular pattern of publication and revision is critical to the usefulness of a work. Items need to be updated through some means such as supplements, cumulations or new editions. How often is the work updated? Is it quarterly, annually or every decade?

4.10 Entries

The scope of comparable entries should be consistent. All entries should contain the same kind of information, if available.

4.11 Does Scope Agree With Purpose?

Finally, the scope, as defined above, should be compared to the author's stated purpose to determine if the two agree. An author may try to achieve a certain goal in his work, but be deficient.

5.0 Treatment

5.1 Bias

Since all authors and editors bring their personal views and experiences to bear on the subject, bias, at least to some degree, is evident in all works. Even in the choice of a subject, the author shows his or her interests and preferences. Bias takes many forms. There is bias by inclusion and exclusion, bias by the amount of space and material devoted to subjects, and bias even by deliberate mistakes in facts. While some interpretations and shading are to be expected, a work should be for the main part objective and should present all sides of an issue, especially a controversial one.

5.2 Expertise

In choosing a work for a reference library, the work's level of expertise should be determined. One means of checking the level of a work's expertise is for the evaluator to read an article in a familiar subject area and then one in an unknown area. If both are clear, understandable and free of jargon, the book is appropriate for the general public. If, on the other hand, the prose is filled with technical terms and is difficult to understand, only an expert in the field may find it valuable.

5.3 Style

A work's style and diction are important considerations in determining its usefulness in a reference library. If the work is clearly written, if it is not pompous, ambiguous, confusing or patronizing, it will be better received.

6.0 Format

Format is the internal organization of a work and thus directly related to the usefulness of its contents.

6.1 Arrangement

Arrangement of material in most reference works follows one or a combination of several patterns listed below. In any work, the arrangement should be thoroughly explained, understandable, easy to use, consistent and logical.

6.1.1 Alphabetical

Alphabetical arrangement is the most common and one of the easiest arrangements.

6.1.2 Numerical

Numerical arrangement is sometimes used along with appropriate indexes. Within the numerical arrangement is the decimal arrangement, in which general subjects are given numbers with the subheadings appearing as decimal fractions of the main heading. Decimal arrangement allows for expansion or deletion within a subject area without affecting other subject numbers.

6.1.3 Classed

Classified arrangements are based on some type of subject classification. These schemes assign a code to a subject, the code being either numerical, alphabetical or a combination of both. In any classified arrangement, the scheme itself should be clearly explained and indexes should be provided for accessibility by other means.

6.1.4 Subject

Subject arrangements group disciplines together. This type of arrangement also needs adequate explanation so the reader will know how groups of subjects were formed and which is in which group.

6.1.5 Chronological

Chronological arrangement appears in historical works and yearbooks and often in a chronology which may appear as an appendix to another work.

6.1.6 Geographic

Geographic arrangement is most often used in atlases and gazettes, but other works may also be arranged by place.

6.2 Rules of Organization

The rules which were used to arrange items in a work should be explained.

6.3 Special Features

Most reference materials will contain several special features designed to enhance their value and make them easier to use.

6.3.1 Index

The most valuable part of any reference work, aside from the information contained, is the index. An index, or several of them, brings out buried pieces of information and makes them accessible. Indexes can be by subject, author, title, form of work, or almost any other identifiable characteristic of the contents. Good indexes contain an adequate number of citations to cover the contents. One means of evaluating an index is to scan the contents for peoples' names, events and subjects and then to note if they are mentioned in the index.

The index should contain cross references to direct readers to other headings for additional information or from an empty heading without any items to one which has an entry. Works without indexes should have cross references or some other means of locating information.

6.3.2 Bibliographies

Bibliographies are often included in a work for the reader who desires information beyond that which is offered in the work. Bibliographies should have a standard form for their entries and should be consistent throughout. Enough information should be given to adequately identify the item. A minimum is the author or editor of the work, the title, edition, place of publication, publisher and date (copyright date is preferred over printing date). Other items of an entry which may prove helpful are the pagination, series name, price and an annotation. Any abbreviations used in the entry need an explanation.

Bibliographies should be correct and as current as possible. In a revised work, out of print and out-dated works should be removed from the bibliography and new items added.

6.3.3 Footnotes and References

References should be complete and consistent throughout the work and follow some standard form. Explanatory notes should do just that--they should explain in short, concise sentences.

6.3.4 Illustrations

Diagrams, maps, photographs and other illustrations should help the reader better understand the text. Illustrations should be close to the text in which they are mentioned and should agree with the contents of the text. They should be clear, accurate and up to date.

6.4 Paging

Paging should follow a logical sequence; it should be easy to follow, and it should agree with the table of contents and index.

6.5 Editing

Any work should be free of errors in spelling, punctuation and grammar.

6.6 Layout

Page layout should be pleasing and easy to follow. Margins should be broad enough to allow for rebinding, and spacing within the work should keep the text from becoming cluttered or appearing too sparse.

6.7 Abbreviations and Symbols

Any items of the text which may not be known to the general public, such as abbreviations and symbols, should be adequately explained. Difficult or unusual terms should be defined in a glossary or in the notes.

7.0 External Characteristics

In most cases, content alone will determine whether or not a work will be purchased, but extreme deficiencies in the physical composition of a work may discourage its purchase.

7.1 Type

Type that is difficult to read because of size or style could render a work almost useless.

7.2 Size

A work should be neither too large nor too small. When considering purchase of works in unusual sizes, the evaluator must consider storage availability.

7.3 Paper

The paper used in a reference work should be of good quality, weight and durability. Poor quality paper limits the life of a work and detracts from its usefulness.

7.4 Binding

There are many kinds of binding used today. Binding of reference works should be evaluated for durability and flexibility. Books should be bound so that they lie flat for better use.

8.0 Maps

A reference collection in the field of educational planning should have maps of cities, states and regions.

8.1 Scope

The scope of a map relates to its contents and purpose. There are two types of maps--general and thematic. A general map shows either the physical or political geography of an area or a combination of both. Thematic maps serve some special purpose, such as indicating population density or chief crops of an area.

8.2 Authorship

Maps are expensive to create. Cartography and survey work as well as quality printing are so expensive that only a few firms produce most of the maps in use today. Large companies with an established reputation can be depended on to continue publishing good quality maps. If the maps are created by an unknown publisher, its reputation should be checked and other of its works should be evaluated.

8.3 Timeliness

Maps reflect the physical and political conditions of a world caught up in constant change. For this reason, maps must be continually updated if they are to remain useful. Political boundaries and names of places are the most often changed pieces of information on a map. It is necessary to check the date of each map purchased since many atlases may be published with a cover date that is several years later than the most recent map in the collection.

8.4 Content

8.4.1 Scale

The scale of a map indicates the relation between the map and the area it represents. A bar scale is a bar given on the map, usually in inches or centimeters, which shows the corresponding distance in miles or kilometers indicated. A natural scale indicates the relation of map to reality in a fraction, usually indicated as 1:1,000,000 or one million.

8.4.2 Color

Color is used on maps to relate different classes of data or to show distinctions between details. Color should be subtle, varied and should add to the informative nature of the map.

8.4.3 Symbols

Explanations for all symbols used are necessary for effective use of the map. Most symbols are standardized within a country but maps from foreign countries may employ unfamiliar symbols. Thus, all symbols need explanation.

8.4.4 Projection

Various projections distort distances in different ways. To interpret a particular map accurately, the type of projection used needs to be stated.

8.4.5 Grid System

Longitude and latitude effectively locate places on a map, but the exact location in longitude and latitude is difficult to remember. Therefore, many maps have grid patterns with letters and numbers assigned to squares for easy location of items. Grid systems should serve to simplify their use, not confuse the user.

8.4.6 Type

Type should be easy to read, clear and not obscured by physical features of the map.

8.4.7 Margins

The margins of a map contain basic information which is important and necessary for using the map. The kinds of information that should be found in the margins are: scale (both bar and natural), projection, symbols and color significance, if employed.

8.5 Size

The size of a map should be considered for both use and storage. In a small library, space for use and for storage may be lacking and smaller maps or an atlas may be the answer.

9.0 Nonprint Materials

Some of the selection criteria previously discussed, such as content, bias, scope and authority, can and should be applied to nonprint material.

9.1 Medium Used

The first question that should be asked when choosing a form of nonprint media is, "Is this the best medium for the job?" The limits and the advantages of each form should be thoroughly considered.

9.2 Cost

Nonprint media must be carefully evaluated because, unlike printed items, nonprint media is dependent on some form of equipment for its use.

9.3 Convenience-Arrangement

Because they are dependent on equipment, nonprint items are not as portable as books; they depend on batteries or outlets and they cannot be skimmed or flipped through like a book. This makes their arrangement crucial. Nonprint media must be logical, sequential and without extraneous material.

9.4 Technical Quality

Quality in the technical aspects of tone, intelligibility, color, sound level and visual clarity must be evaluated.

10.0 Periodicals

There are two basic types of periodicals: scholarly journals published by professional and scientific organizations, and commercial magazines. Most periodicals in a reference collection have two main purposes: to give the most up-to-the-minute information in the field and to lead to further research. Books face a time lag of six months to two years in publication while periodicals are only a few days to six months behind the times.

10.1 Citations

When a periodical is to be used for leads to further research, the references given for its articles should be examined. The references should be complete, timely and preferably from primary sources of information; that is, articles or books on the subject at hand, not just surveys or anthologies of the literature on the subject.

10.2 Indexes

If periodicals are indexed, they are more likely to be used. The evaluator may even wish to start his or her own index of articles should the periodical warrant it.

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